



Faith Montessori Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY278613
Inspection date	18 July 2005
Inspector	Laura Brewer
Setting Address	262 Stanstead Road, London, SE23 1DE
Telephone number	0208 291 8580
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Registered person	Faith Montessori Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Faith Montessori Day Nursery is a privately owned provision and is part of the Neighbourhood Nursery Initiative. It operates from a four storey house in Forest Hill, close to Catford. The nursery has seven activity rooms, a kitchen, several toilets and a garden for outdoor physical play. The group primarily serves families from the local community and surrounding areas. It has good transport links and is close to local shops and facilities.

The nursery opens five days a week, for 51 weeks per year. Opening hours are 8.00 to 18.30. Children can attend on a full time or sessional basis and children with special educational needs and those who have English as an additional language are fully supported.

There are currently 40 children aged from 6 months to under five years on roll. Of these, 18 receive funding for nursery education.

There is a minimum daily attendance of 13 staff, of whom at least 75% hold a relevant early years qualification. The nursery implements a curriculum based on the Foundation Stage and the Montessori approach.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a good range of energetic physical activities that contribute to a healthy lifestyle. They develop self confidence in their physical skills as they use a wide range of equipment to develop their motor and co-ordination abilities.

Children learn the importance of good personal hygiene through well organised activities and routines. They wash their hands after using the toilet and brush their teeth after meals. Good procedures such as, staff consistently wearing disposable gloves and cleaning the changing mat with an anti- bacterial spray sustain satisfactory levels of hygiene and help prevent the spread of infection. However procedures are not always effective at preventing cross contamination such as children sharing towels within the playrooms, and individual bedding not being used for all children whilst they rest. Systems for recording accidents and medication are not always effective as not all parents are requested to sign the relevant records. Not all medicines stored are appropriately labelled, which could put children at risk of being given the incorrect medication.

Children benefit from the good food hygiene practices observed in the kitchen and from a healthy, nutritious diet. Children receive snacks such as fruit and vegetables to help them develop healthy eating practices. Special dietary requirements are complied with which ensures children remain healthy.

Staff are beginning to follow the 'birth to three matters' framework in the baby rooms and the children settle well. Children have good relationships with the staff who interact in a gentle and supportive manner. This enables them to feel happy and they freely go to them for cuddles and reassurance, developing healthy dependence to support their emotional well-being. Children are able to rest and be active according to their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean and well maintained environment. The good organisation of toys and equipment means children can move around safely to independently access available resources from shelves, tables and boxes at child height. Children's risk of accidental injury is minimised in the well designed setting which has satisfactory safety and security precautions, such as safety gates, CCTV entry system and safety surfacing in the outdoor play area. However risk assessments are not always effective in protecting children from potential hazards on a daily basis, such as the sockets being exposed and the use of equipment to ensure it meets the needs of the children who are using it.

Fire prevention is good and regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely. Children learn the importance of staying safe, for example they know why they must not put scissors in their mouth or run around the building.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children throughout the nursery are confident and settled within the setting and have built good relationships with the staff. The younger children receive lots of cuddles and have a strong bond with their carers which increases their sense of well-being. They benefit from routines which are consistent with their experiences at home. Staff have a sound understanding of how young children learn and provide a varied sensorial programme which children enjoy participating in. Although there is no formal planning for the under 3's, the staff ensure that children have a range of experiences which enables them to explore and experiment, for example whilst investigating treasure baskets and using malleable and creative materials. Children enjoy looking at books, singing and mimicking animal noises. Their physical development is well promoted within the nursery and staff help them to practise their mobility skills. They play imaginatively using all of their senses and gain good levels of self-esteem and confidence.

Nursery Education

The quality of teaching and learning is satisfactory. Most children are keen to learn and quickly settle to become involved in activities. Children initiate conversations about their families and friends, for example, talking about visits to the park during circle time. They enjoy listening to stories, join in enthusiastically and can anticipate what is going to happen next. They confidently experiment with writing and some children can write their own names.

Children independently incorporate counting during their play and can confidently count up to 10 or more. There is an over-use of worksheets to support mathematical development, which hinders children from learning through practical experiences which are more meaningful to them. Children recognise and name shapes and use size and positional language in daily activities. The organisation of the rooms and resources encourages children's independence and enables them to make their own choices. Children are sensitive to the needs of others and show care for the environment by helping during tidy-up time.

Children develop a lively interest in the world around them. They are interested in how plants grow and enjoy learning about other cultures, for example whilst dressing up in traditional costumes and trying a range of foods for Pakistani Day.

The good use of the garden and indoor music and movement sessions promotes children's physical development and enables them to use their bodies in a variety of ways. Children experiment with colour and texture during a range of experiences, although some creative activities can provide children with limited opportunities to develop their own self-expression.

The assessment systems link to the six areas of learning, although they lack information on children's next steps for learning. The short term plans therefore do not include how activities can be extended or adapted to help individual children progress. Most staff have a sound knowledge of the Foundation Stage, although some teaching sessions fail to sustain children's attention in order for them to develop new concepts.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from the positive partnership staff have developed with parents. This ensures children settle well and their individual needs are met. They experience consistent care due to effective communication systems between parents and staff, such as daily information records. Children build good relationships with staff and are happy and secure in their environment. Children with special needs are well supported because staff work closely with parents and outside professionals.

Children show a sense of belonging when they share their experiences about their family and friends. They are introduced to a variety of cultural traditions which helps to develop a positive attitude and respect for others. Children are generally well behaved, although the older children sometimes do not learn about the consequences of their actions when staff do not consistently use positive methods to manage their behaviour. Children's self-esteem is promoted when staff praise them and recognise their achievements, such as when they tidy up or complete a task. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents of children who receive nursery funding is good. Staff regularly share information about their child's progress through parent evenings, daily diaries and by sending children's work home. Parents are encouraged to be involved in their children's learning, for example, extending topic work which helps children make progress.

Organisation

The organisation is satisfactory.

Children are cared for by suitably qualified staff who have been appropriately vetted,

due to effective recruitment procedures. Induction training, and policies generally work in practice, ensuring acceptable management of the nursery, although some records lack the required detail. Staff have a sound knowledge and understanding of child development which enables them to meet children's individual needs appropriately.

Leadership and management of the nursery education is satisfactory. There is a positive commitment to develop the provision, although weaknesses in the teaching have not been fully identified to improve practice. This affects the ability to monitor the provision and address issues independently. Staff are supported in their work and training is actively encouraged. Generally, staff have a sound awareness of the Curriculum Guidance for the Foundation stage and how to apply this in practice to support children's development.

Staff have established good links with parents who are well informed about their child's progress and achievements. The range of activities provided for children ensures they make steady progress. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since April 2004. Ofsted has received one complaint relating to National Standard 13 (child protection), regarding procedures followed by nursery staff following an incident. An Ofsted inspector made an announced visit to the nursery on 04/07/2005. It was found that the nursery staff had not followed the correct procedures in response to an incident. One action was raised regarding ensuring that local child protection procedures are complied with and ensuring that all adults working with children in the provision are able to put the procedures into practice. Ofsted is satisfied that by meeting this action the provider remains qualified for registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- Ensure all accident and medication records are appropriately signed by parents and ensure all medication on premises is clearly labelled;
- Minimise the risk of cross infection by ensuring all children are provided with suitable bedding and hygienic provision for hand drying is available within the playrooms;
- Ensure all electrical sockets are appropriately covered and include within the risk assessment the use of equipment to ensure it is safe for the age range it is being used for;
- Include within the attendance records the hours of children's and visitors attendance and the names of staff caring for each group of children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- Include children's next steps for learning as part of the assessment process and use them to inform future planning;
- Ensure that all teaching methods used are purposeful and meaningful to children, to enable them to fully use their self expression and develop new concepts;
- Ensure all staff consistently use positive methods to manage children's behaviour to promote their welfare and development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk